

Kindergarten Inventory Math Scoring Guidance

2015-2016 NYC End-of-Year Performance Tasks

Instructions

- The following pages contain guidance on the scoring of the above-named NYC Performance Task.
- Distribute this guide to all staff scoring the task. *Please note: End-of-Year tasks may be administered by the regular classroom teacher but **may not be scored** by the regular classroom teacher.*
- The scoring guidance is intended to be used in conjunction with the rubric, which details indicators of performance levels on all rubric traits.

Overview of the NYC Performance Tasks

The NYC Performance Tasks are comparable baseline and End-of-Year, open-ended assessment pairs that are offered in math, ELA, science, and social studies and promote the instructional shifts of argument and critique, use and analysis of evidence, and exposure to complex texts. The tasks are designed for students to demonstrate their skills in reviewing and analyzing presented evidence and creating an evidence-based argument.

The tasks respond to and support the diversity of curriculum and instruction that exist across NYC schools and act as a resource in these varied settings to support collaborative discourse around curriculum, instruction, and assessment. Tasks are designed to support the Citywide Instructional Expectations by promoting knowledge of students, facilitating alignment to an instructional focus, and developing a culture of collaborative professional learning.

A skills-based, standards-driven rubric accompanies each task and, where feasible, is content agnostic so that it can be used in a variety of ways with other curricular and instructional materials. Rubrics are aligned to the Common Core standards and content-specific New York State standards where appropriate. Topic selection in each grade and subject was influenced by New York City scope and sequence documents.

The following scoring guide structure was adapted from CPET and provides annotated student work samples that show the relationship between the student response and the criteria in the rubric. A matrix of rubric scores and rationales follows each individual student work sample. The guide can also be used to norm scoring practices across teams of educators.

Design Principles for the Math Performance Tasks

Focus Standards

While there may be multiple Common Core standard alignments (partial or full) for each trait in the rubric, the focus standards are used to inform design consistency across grades. In math, the Practices are used as the unifying design principle across grades in lieu of content standards. Grade-level content standard alignment is represented on each rubric.

- MP1: Make sense of problems and persevere in solving them
- MP4: Model with mathematics

See the last page of this guide for a chart of standards alignment per rubric trait across all grade levels.

Design Concept

The design concept for math addresses the following in each grade band:

Grades K-1

- Inventory

Grades 2-12

- Presentation of context
- Multiple mini-task questions addressing that one context

Content and Structure

The topic (e.g., "plants") in each task is used to provide context for students to demonstrate mastery of the focus standards and content standards in math. The design of the task is not for students to demonstrate content knowledge on any particular topic. The content standards chosen represent the major work of the grade, and are structured to measure both discrete and complex skill mastery. Unlike other subject area rubrics, rubric traits in math measure the total allowable score points per question; therefore, not every trait on the rubric has descriptors through four points.

Kindergarten Inventory Math Scoring Guidance

Task Overview

The NYC Performance Tasks in Kindergarten and Grade 1 are designed as inventories. It is suggested that the inventories are administered as interviews. Each question on the task is intended to address understanding and proficiency of mathematical content, as well as engagement with mathematical practices.

Student Task

Students produce **an oral** and/or written response. Sample student responses have been provided to you; further information regarding these annotated student works are provided below.

Evaluator Task

You are being asked to use your best professional judgment to score these student responses using the rubric provided.

General Instructions for Using the Rubric

- (1) Scorers will use the separate rubric provided to assess student performance.
- (2) These traits are being scored for content and practice. Point values may vary from question to question, and there is no eligible point value for areas on the rubric that are blank.
- (3) You are to provide one score for each rubric trait. Please be sure to enter all trait scores on the appropriate Schoolnet Answer Sheet for each student. The final score for the task will be calculated elsewhere.
- (4) All student work in the task booklet should be scored, regardless of whether the student completed or attempted every question.
- (5) A score of “Zero (0) – No attempt” should be considered carefully before being used. See included student work samples for guidance. Scores of “Zero (0) – No attempt” should only be given if:
 - (a) a student did not attempt that question on **any portion** of the task, or
 - (b) if his/her work is **completely copied** directly from the task or texts, or
 - (c) if his/her work is completely unrelated to the question or prompt.

Note: The layout of the Performance Task Inventories in grades K and 1 were revised to improve clarity for the administering teacher. The changes to the layout of the inventories **do not** change the substance of the inventories for students and **do not** impact the scoring as it is reflected in the scoring guides. However, the presentation of the student work in the scoring guide may look slightly different compared to the updated inventory layout.

Annotated Student Work

The following pages include annotated student work samples at a variety of performance levels. The samples have been annotated to highlight student responses in relation to the rubric traits. Each sample is followed by a summary page indicating the sample's score on each rubric trait, in addition to the reasoning for the score. Please review these samples both independently and **with a team** to ensure a common understanding of the rubric traits at all performance levels.

Best Practices for Scoring

- Before scoring a specific task, teacher **teams** should review the task and the rubric and discuss expected performance at each level for each rubric trait.
- As a group, review annotated student work and **discuss evidence for each score**, including discussing non-blank, zero-scored traits. Work to understand the provided scores and rationales for one sample.
- Individually score a few provided student work samples. After working individually, **compare your assigned scores** to those given by others and to the provided scores and rationales. Be sure you understand how each score was assigned, and that your team agrees, before moving to independent work.
- After independently completing a set of student work from your school, review the set with the group to see if you have drifted away from your original scoring, becoming either more severe or more lenient in response to the task. Consistent scoring is important.



Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Know number names and count the sequence.	(K.CC.1) (1) Rote Counting by Ones: Start by asking the student to count with you by ones. Say "One, two, three," and then ask the student to continue counting as high as he/she can.	Stop the student when he/she counts correctly by ones to reach 25. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number.	Correctly counts to 25: ✓ [2] Correctly counts to at least 20: ____ [1] No response or does not correctly count to 20: ____ Last correct count: ____ [0]
Know number names and count the sequence.	(K.CC.2) (2) Counting on from a Number Other Than One: Ask the student to continue counting up by ones from: • 3 • 11 Say "Start counting at 3 and I'll tell you when to stop." Stop the student at 10. Say "Start counting at 11 and I'll tell you when to stop." Stop the student at 25.	If the student does not know how to answer the question, then model for him/her. Prompt: Say "Let me show you how to start counting at 7, and then you can show me how to start counting at 3. Okay, 7, 8, 9... Now, can you show me how to start counting at 3?"	Correctly counts from 3 to 10: ✓ Correctly counts from 11 to 25: ✓ Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [2] – Both correct [1] – 1 correct [0] – No response or both incorrect

T1

The response demonstrates a complete understanding of counting by ones to 25.

T2

The response demonstrates a complete understanding of counting forward beginning from a given number.

- ➡ If a student is successful on Item 2, then proceed to Item 3.
➡ If a student is not successful on Item 2, then proceed to Item 4.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say "Please start counting at 85 and count as high as you can."	Stop the student when he/she counts correctly by ones to reach 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. Prompt: If the student does not know how to answer the question, then model for him/her. Say "Let me show you how to start counting at 62. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ✓ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]

T3

The response shows a complete understanding of counting to 120, starting at 85.

➡ Proceed to Item 4.

Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say "Sometimes we count by tens, like 10, 20... Please count as high as you can by tens."	Stop the student when he/she counts correctly by tens to reach 100. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by tens to 100: ✓ [2] Correctly counts by tens to at least 30: ____ [1] Unable to count by tens: ____ Last correct count: ____ Error: ____ [0]
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T4

The response demonstrates a complete understanding of counting to 100 by tens.

- ➡ If a student is successful on Item 4, then proceed to Item 5.
➡ If a student is not successful on Item 4, then proceed to Item 6.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (5) Adding and Subtracting Ten: Present the student with the following number card and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask "How do you know?" Then ask "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	<p>Gives the correct answer, 22, without counting?: Y <u>N</u> <i>Begins to count with fingers</i></p> <p>Explanation: _____</p> <p>Gives the correct answer, 2, without counting?: Y <u>N</u> <i>Begins to count with fingers</i></p> <p>Explanation: _____</p> <p>No response or incorrect response: _____</p> <p>Explanation of incorrect response: _____</p> <p>[2] – Both correct [1] – 1 correct [0] – No response or both incorrect</p>

T5

The response demonstrates a limited understanding of mentally adding and/or subtracting 10. The response shows that there was the need to count on fingers to figure out the answer.

➡ Proceed to Item 6.

Know number names and the count sequence.	(K.CC.3) (6) Writing Numbers from 0 to 20: Ask the student to write the numbers from 0 to 20 on a lined sheet of paper.	<p>Allow time in between naming numbers for students to scribe.</p> <p>Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response.</p> <p>Attach student work to response form.</p>	<p>Correctly writes the numbers from 0 to 20?: <u>✓</u></p> <p>[2]</p> <p>Correctly writes a portion of the number set: _____</p> <p>[1]</p> <p>No response or incorrect response: _____</p> <p>[0]</p>
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T6

The response shows a complete understanding of writing numbers from 0 to 20.

➡ If a student is successful on Item 6, then proceed to Item 7.

➡ If a student is not successful on Item 6, then proceed to Item 8.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."	Allow time in between naming numbers for students to scribe.	<p>Says 70: <u>✓</u></p> <p>Says 118: <u>✓</u></p> <p>Correctly writes 80: <u>✓</u></p> <p>Correctly writes 106: <u>✓</u></p> <p>[4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect</p>

T7

The response shows a complete understanding of identifying numbers up to 120 and writing numerals to represent numbers up to 120.

➡ Proceed to Items 8 and 9.






Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation: Place a sheet of paper and 22 counters in a pile in front of the student.</p> <p>Prompt: "Let's estimate the number of counters in this pile. About how many do you think there are?"</p> <p>(a) Cardinality: Say "Let's check our estimate. Can you count the objects in the pile and tell me exactly how many you have?"</p> <p>(b) When the student is finished counting, ask "How many counters (objects) are there altogether?"</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask "How many are there now?"</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: <u>10</u></p> <p>(a) Correctly counts 22 counters?: <u>Y</u> N</p> <p>One-to-one correspondence up to: <u>22</u></p> <p>(b) How many are there altogether?: <u>22</u></p> <p>(c) How many counters are there now?: <u>22</u></p> <p>Gives the correct answer without recounting: <u>✓</u></p> <p>Recounts to determine the answer: _____</p> <p>No response or incorrect response: _____</p> <p>[3] – All correct <u>✓</u> [2] – 2 correct [1] – 1 correct [0] – No response or both incorrect</p>

T8

The response shows a complete understanding of the relationship between numbers and quantity.

➡ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Compare numbers.	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes).</p> <p>Prompt: "Which color has more cubes?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes </p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes </p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes </p>	<p>If the student is unresponsive, prompt: "Some of the cubes are black and some of the cubes are white. Find out which color has the most cubes by counting."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: <u>Y</u> N</p> <p>(b) Arrangement 2: Answers that there are more white cubes: <u>Y</u> N</p> <p>(c) Arrangement 3: Answers that there are more black cubes: <u>Y</u> N</p> <p>[3] – All 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: Y <u>N</u></p>

T9

The response shows a complete understanding of identifying which colored cubes are greater in number.

➡ If a student is successful on Item 9, then proceed to Item 10.

➡ If a student is not successful on Item 9, then proceed to Item 11.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(10) Present the student with the number card "7 ___ 4" and symbol cards.</p> <p>(a) Say "Which number is greater?"</p> <p>After the student has identified a value, say "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less than, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 7 > 4?: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>(b) Correctly identifies 18?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 12 < 18?: <input type="radio"/> Y <input checked="" type="radio"/> N</p> <p>(c) Correctly identifies 62?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 26 < 62?: <input type="radio"/> Y <input checked="" type="radio"/> N</p> <p>(d) Correctly identifies 57 as equal to 57?: <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 57 = 57?: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers as "equal." Uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T10

The response shows a complete understanding of comparing two numbers and using the correct symbols to record the comparisons.

➡ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: "You may write, draw, or use objects and words to represent the following problems."</p> <p>(a) Say "What does 3 plus 1 look like? Show me by drawing, writing, or with objects."</p> <p>Continue with the following problems:</p> <p>(b) 6 + 2</p> <p>(c) 5 - 1</p> <p>(d) 7 - 4</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) 3 + 1 Shows 3 and adds 1: <input checked="" type="radio"/> Y <input type="radio"/> N Counts all <u>✓ with manipulatives</u> Just knows _____ Other _____</p> <p>(b) 6 + 2 Shows 6 and adds 2: <input checked="" type="radio"/> Y <input type="radio"/> N Counts all <u>✓</u> Just knows _____ Other _____</p> <p>(c) 5 - 1 Shows 5 and takes away 1: <input checked="" type="radio"/> Y <input type="radio"/> N Counts all <u>✓</u> Just knows _____ Other _____</p> <p>(d) 7 - 4 Shows 7 and takes away 4: <input checked="" type="radio"/> Y <input type="radio"/> N Counts all <u>✓</u> Just knows _____ Other _____</p> <p>[4] - All 4 correct ✓ [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T11

The responses show a complete understanding of representing addition and subtraction with objects/manipulatives.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then proceed to Item 13.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "3 + 4 = 7" and say, "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) 8 + 0 = 9</p> <p>(c) 5 = 4 + 1</p> <p>(d) 2 + 4 = 4 + 2</p>	<p>If the student has difficulty using the terms "true" and "false," allow him/her to use terms that may be more familiar, such as "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) 3 + 4 = 7 (True): (Y) N Response: <u>counts all</u></p> <p>(b) 8 + 0 = 9 (False): (Y) N Response: <u>zero means no more</u></p> <p>(c) 5 = 4 + 1 (True): (Y) N Response: <u>counts all</u></p> <p>(d) 2 + 4 = 4 + 2 (True): (Y) N Response: <u>counts all twice</u></p> <p>✓ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T12

The responses show a complete understanding of the meaning of the equal sign and determining if an equation is true or false.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Maria had 2 pencils and the teacher gave her 4 more pencils. How many pencils does Maria have in all?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Josh had 5 crackers for his snack. He ate 4 crackers. How many does Josh have left?" Prompt: "You may write, draw, or use objects to represent the problem."</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) (Y) N Shows 2 and adds 4 more (Y) N Counts all <u>✓</u> Just knows _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct answer (1) (Y) N Shows 5 and takes 4 away (Y) N Counts all <u>✓</u> Just knows _____ Other _____ No response or incorrect response _____</p> <p>✓ [2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

T13

The responses show a complete understanding of solving addition and subtraction word problems within 10.

- ➡ If a student is successful on Item 13, then proceed to Item 14.
- ➡ If a student is not successful on Item 13, then this is the end of the inventory task for this student.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response (16) <input checked="" type="radio"/> Y <input type="radio"/> N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other <u>manipulatives</u> No response or incorrect response _____</p> <p>(b) Gives the correct response (9) <input checked="" type="radio"/> Y <input type="radio"/> N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other <u>manipulatives</u> No response or incorrect response _____</p> <p>✓ [2] – 2 correct responses [1] – 1 correct response [0] – No response or incorrect responses</p>

T14

The responses show a complete understanding of solving addition and subtraction word problems within 20.

➡ This is the end of the inventory task.

Sample A - Anchor Paper Commentary






Subject/Course: Math

Task Title: Kindergarten Inventory

Grade Level: Kindergarten

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	2	A correct response of counting from 1 to 25 is given.	2
T2 Trait 2	2	Two correct responses (counting from 3 to 10 and 11 to 25) are given.	2
T3 Trait 3	3	A correct response of counting from 85 to 120 is given.	3
T4 Trait 4	2	A correct response of counting by tens to 100 is given.	2
T5 Trait 5	0	Two incorrect responses are given. The method used was not mental math; instead, the method of counting on fingers was used.	2
T6 Trait 6	2	A correct response of writing numbers from 0 to 20 is given.	2
T7 Trait 7	4	Four correct answers are given: 70 and 118 are read correctly, and 80 and 106 are written correctly.	4
T8 Trait 8	3	Three correct answers are given. Correct responses of counting 22 counters, knowing there were 22 counters altogether, and that there are still 22 counters after they were spread out are given.	3
T9 Trait 9	3	Three correct answers are given. Correct responses identifying which colored cube has the most in all three arrangements are given.	3

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	2	Correct identification of all four numbers are given. Only two correct symbols are used to compare the numbers.	3
 Trait 11	4	Four correct responses are given using manipulatives.	4
 Trait 12	4	Four correct "true" and "false" answers are given.	4
 Trait 13	2	Two correct answers to the two word problems are given, using manipulatives to solve the word problems.	2
 Trait 14	2	Two correct answers to the two word problems are given, using manipulatives to solve the word problems.	2



Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Know number names and count the sequence.	(K.CC.1) (1) Rote Counting by Ones: Start by asking the student to count with you by ones. Say “One, two, three,” and then ask the student to continue counting as high as he/she can.	Stop the student when he/she counts correctly by ones to reach 25. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number.	Correctly counts to 25: ✓ [2] Correctly counts to at least 20: _____ [1] No response or does not correctly count to 20: _____ Last correct count: _____ [0]
Know number names and count the sequence.	(K.CC.2) (2) Counting on from a Number Other Than One: Ask the student to continue counting up by ones from: • 3 • 11 Say “Start counting at 3 and I’ll tell you when to stop.” Stop the student at 10. Say “Start counting at 11 and I’ll tell you when to stop.” Stop the student at 25.	If the student does not know how to answer the question, then model for him/her. Prompt: Say “Let me show you how to start counting at 7, and then you can show me how to start counting at 3. Okay, 7, 8, 9 . . . Now, can you show me how to start counting at 3?”	Correctly counts from 3 to 10: ✓ Correctly counts from 11 to 25: ✓ Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: _____ [2] – Both correct [1] – 1 correct [0] – No response or both incorrect

T1

The response shows an understanding of counting by ones to 25.

T2

The responses show a complete understanding of counting forward from a given number.

- ➡ If a student is successful on Item 2, then proceed to Item 3.
➡ If a student is not successful on Item 2, then proceed to Item 4.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say “Please start counting at 85 and count as high as you can.”	Stop the student when he/she counts correctly by ones to reach 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. Prompt: If the student does not know how to answer the question, then model for him/her. Say “Let me show you how to start counting at 62. Okay, 62, 63, 64 . . . Now, can you show me how to start counting at 85?”	Correctly counts to 120: ✓ [3] Correctly counts to 110: _____ [2] Correctly counts to 100: _____ [1] Correctly counts to: _____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: _____ [0]

T3

The response shows a complete understanding of counting to 120.

➡ Proceed to Item 4.

Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say “Sometimes we count by tens, like 10, 20 . . . Please count as high as you can by tens.”	Stop the student when he/she counts correctly by tens to reach 100. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by tens to 100: ✓ [2] Correctly counts by tens to at least 30: _____ [1] Unable to count by tens: _____ Last correct count: _____ Error: _____ [0]
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T4

The response shows a complete understanding of counting to 100 by tens.

- ➡ If a student is successful on Item 4, then proceed to Item 5.
➡ If a student is not successful on Item 4, then proceed to Item 6.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (5) Adding and Subtracting Ten: Present the student with the following number card and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask "How do you know?" Then ask "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22, without counting?: <u>Y</u> N Explanation: <u>you just add one to + first number</u> Gives the correct answer, 2, without counting?: Y <u>N</u> Explanation: <u>no response</u> No response or incorrect response: _____ Explanation of incorrect response: _____ [2] – Both correct [1] – 1 correct [0] – No response or both incorrect

T5
The responses show some understanding of mentally adding/subtracting 10, only getting the answer of adding 10 correct.

➡ Proceed to Item 6.

Know number names and the count sequence.	(K.CC.3) (6) Writing Numbers from 0 to 20: Ask the student to write the numbers from 0 to 20 on a lined sheet of paper.	Allow time in between naming numbers for students to scribe. Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response. Attach student work to response form.	Correctly writes the numbers from 0 to 20?: <u>✓</u> [2] Correctly writes a portion of the number set: _____ [1] No response or incorrect response: _____ [0]
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T6
The response shows a complete understanding of writing numbers from 0-20.

- ➡ If a student is successful on Item 6, then proceed to Item 7.
- ➡ If a student is not successful on Item 6, then proceed to Item 8.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."	Allow time in between naming numbers for students to scribe.	Says 70: <u>✓</u> Says 118: <u>✓</u> Correctly writes 80: <u>✓</u> Correctly writes 106: <u>✓</u> [4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect

T7
The responses show some understanding of identifying numbers up to 120. The responses also show a complete understanding of writing numbers up to 120.

➡ Proceed to Items 8 and 9.






Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation: Place a sheet of paper and 22 counters in a pile in front of the student. Prompt: "Let's estimate the number of counters in this pile. About how many do you think there are?"</p> <p>(a) Cardinality: Say "Let's check our estimate. Can you count the objects in the pile and tell me exactly how many you have?"</p> <p>(b) When the student is finished counting, ask "How many counters (objects) are there altogether?"</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask "How many are there now?"</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: <u>10</u></p> <p>(a) Correctly counts 22 counters?: <input checked="" type="radio"/> Y <input type="radio"/> N One-to-one correspondence up to: <u>22</u></p> <p>(b) How many are there altogether?: <u>22</u></p> <p>(c) How many counters are there now?: <u>22</u></p> <p>Gives the correct answer without recounting: <input checked="" type="checkbox"/></p> <p>Recounts to determine the answer: <input type="checkbox"/></p> <p>No response or incorrect response: <input type="checkbox"/></p> <p>[3] - All correct <input checked="" type="checkbox"/> [2] - 2 correct [1] - 1 correct [0] - No response or both incorrect</p>

T8

The responses show a complete understanding of the relationship between numbers and quantities.

➡ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Compare numbers.	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes). Prompt: "Which color has more cubes?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes </p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes </p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes </p>	<p>If the student is unresponsive, prompt: "Some of the cubes are black and some of the cubes are white. Find out which color has the most cubes by counting."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>(b) Arrangement 2: Answers that there are more white cubes: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>(c) Arrangement 3: Answers that there are more black cubes: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>[3] - All 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: <input type="radio"/> Y <input checked="" type="radio"/> N</p>

T9

The responses show a complete understanding of identifying which colored objects are greater in number.

➡ If a student is successful on Item 9, then proceed to Item 10.

➡ If a student is not successful on Item 9, then proceed to Item 11.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(10) Present the student with the number card "7___4" and symbol cards.</p> <p>(a) Say "Which number is greater?"</p> <p>After the student has identified a value, say "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less than, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7? <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 7 > 4? <input type="radio"/> Y <input checked="" type="radio"/> N</p> <p>(b) Correctly identifies 18? <input checked="" type="radio"/> Y <input type="radio"/> N Correctly identifies 12 < 18? <input type="radio"/> Y <input checked="" type="radio"/> N</p> <p>(c) Correctly identifies 62? <input type="radio"/> Y <input checked="" type="radio"/> N Correctly identifies 26 < 62? <input type="radio"/> Y <input checked="" type="radio"/> N</p> <p>(d) Correctly identifies 57 as equal to 57? <input type="radio"/> Y <input checked="" type="radio"/> N Correctly identifies 57 = 57? <input type="radio"/> Y <input checked="" type="radio"/> N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers as "equal." Uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>✓ [1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T10

The responses show a complete understanding of comparing two numbers. However, the responses show there is a limited understanding of how to record the results using the symbols.

➡ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: "You may write, draw, or use objects and words to represent the following problems."</p> <p>(a) Say "What does 3 plus 1 look like? Show me by drawing, writing, or with objects."</p> <p>Continue with the following problems:</p> <p>(b) 6 + 2</p> <p>(c) 5 - 1</p> <p>(d) 7 - 4</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) 3 + 1 Shows 3 and adds 1: <input checked="" type="radio"/> Y <input type="radio"/> N Counts all <input checked="" type="checkbox"/> ✓ Just knows _____ Other _____</p> <p>(b) 6 + 2 Shows 6 and adds 2: <input checked="" type="radio"/> Y <input type="radio"/> N Counts all <input checked="" type="checkbox"/> ✓ Just knows _____ Other _____</p> <p>(c) 5 - 1 Shows 5 and takes away 1: <input type="radio"/> Y <input checked="" type="radio"/> N Counts all _____ Just knows _____ Other Adds the numbers</p> <p>(d) 7 - 4 Shows 7 and takes away 4: <input type="radio"/> Y <input checked="" type="radio"/> N Counts all _____ Just knows _____ Other Adds the numbers</p> <p>[4] - All 4 correct [3] - 3 correct ✓ [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T11

The responses show a limited understanding of representing subtraction. The responses show an understanding of representing addition with objects.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then proceed to Item 13.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "$3 + 4 = 7$" and say, "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty using the terms "true" and "false," allow him/her to use terms that may be more familiar, such as "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ (True): Y N Response: _____</p> <p>(b) $8 + 0 = 9$ (False): Y N Response: _____</p> <p>(c) $5 = 4 + 1$ (True): Y N Response: _____</p> <p>(d) $2 + 4 = 4 + 2$ (True): Y N Response: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T12

This response is skipped because a full score was not achieved for Trait 11.

➡ Proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Maria had 2 pencils and the teacher gave her 4 more pencils. How many pencils does Maria have in all?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Josh had 5 crackers for his snack. He ate 4 crackers. How many does Josh have left?" Prompt: "You may write, draw, or use objects to represent the problem."</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) Shows 2 and adds 4 more (Y) N Counts all _____ Just knows <input checked="" type="checkbox"/> Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct answer (1) Shows 5 and takes 4 away (Y) N Counts all _____ Just knows <input checked="" type="checkbox"/> Other _____ No response or incorrect response _____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

T13

The response demonstrates an understanding of solving addition and subtraction word problems within 10.

➡ If a student is successful on Item 13, then proceed to Item 14.

➡ If a student is not successful on Item 13, then this is the end of the inventory task for this student.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response (16) <input checked="" type="radio"/> Y <input type="radio"/> N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct response (9) <input type="radio"/> Y <input checked="" type="radio"/> N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response <u>Says 8</u></p> <p>[2] - 2 correct responses <input checked="" type="checkbox"/> [1] - 1 correct response [0] - No response or incorrect responses</p>

T14

The responses show some understanding of using addition and subtraction within 20 to solve word problems.

➡ This is the end of the inventory task.

Sample B - Anchor Paper Commentary






Subject/Course: Math

Task Title: Kindergarten Inventory

Grade Level: Kindergarten

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	2	A correct response of counting to 25 is given.	2
T2 Trait 2	2	Two correct responses, counting from 3 to 10 and 11 to 25, are given.	2
T3 Trait 3	3	A correct response of counting from 85 to 120 is given.	3
T4 Trait 4	2	A correct response of counting to 100 by tens is given.	2
T5 Trait 5	1	One correct response of 22 (mentally adding 10 to 12) is given. One incorrect response is given by not responding.	2
T6 Trait 6	2	A correct response of writing the numbers 0 to 20 is given.	2
T7 Trait 7	3	One correct answer of 70 is given, and two correct responses of 80 and 106 are written.	4
T8 Trait 8	3	Three correct answers are given: counting 22 counters, knowing that there are 22 altogether, and knowing there are still 22 counters after the counters are spread out.	3
T9 Trait 9	3	Three correct answers are given, identifying the correct colored cubes that had the greater number in all three arrangements.	3

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	1	Three correct responses are given for which number was the largest, but no correct responses are given identifying the symbols to compare the numbers.	3
 Trait 11	2	Two correct answers, out of four are given.	4
 Trait 12	0	There is no response because a full score is not achieved for Trait 11.	4
 Trait 13	2	Both word problems are answered correctly, giving the answers 6 and 1 respectively.	2
 Trait 14	1	One correct answer is given (16) and one incorrect answer (8 instead of 9) is given.	2



Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response	
Know number names and count the sequence.	(K.CC.1) (1) Rote Counting by Ones: Start by asking the student to count with you by ones. Say “One, two, three,” and then ask the student to continue counting as high as he/she can.	Stop the student when he/she counts correctly by ones to reach 25. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number.	Correctly counts to 25: <input checked="" type="checkbox"/> [2] Correctly counts to at least 20: <input type="checkbox"/> [1] No response or does not correctly count to 20: <input type="checkbox"/> Last correct count: <input type="checkbox"/> [0]	T1 The response shows a complete understanding of counting to 25 by ones.
Know number names and count the sequence.	(K.CC.2) (2) Counting on from a Number Other Than One: Ask the student to continue counting up by ones from: <ul style="list-style-type: none">• 3• 11 Say “Start counting at 3 and I’ll tell you when to stop.” Stop the student at 10. Say “Start counting at 11 and I’ll tell you when to stop.” Stop the student at 25.	If the student does not know how to answer the question, then model for him/her. Prompt: Say “Let me show you how to start counting at 7, and then you can show me how to start counting at 3. Okay, 7, 8, 9... Now, can you show me how to start counting at 3?”	Correctly counts from 3 to 10: <input checked="" type="checkbox"/> Correctly counts from 11 to 25: <input type="checkbox"/> Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: <input type="checkbox"/> <input checked="" type="checkbox"/> [2] – Both correct <input checked="" type="checkbox"/> [1] – 1 correct <input type="checkbox"/> [0] – No response or both incorrect	T2 The student was unable to count from 11 to 25, but was able to count from 3 to 10.

- ➡ If a student is successful on Item 2, then proceed to Item 3.
➡ If a student is not successful on Item 2, then proceed to Item 4.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response	
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say “Please start counting at 85 and count as high as you can.”	Stop the student when he/she counts correctly by ones to reach 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. Prompt: If the student does not know how to answer the question, then model for him/her. Say “Let me show you how to start counting at 62. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?”	Correctly counts to 120: <input type="checkbox"/> [3] Correctly counts to 110: <input type="checkbox"/> [2] Correctly counts to 100: <input type="checkbox"/> [1] Correctly counts to: <input type="checkbox"/> [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: <input type="checkbox"/> [0]	T3 There is no response given because a full score is not achieved for Trait 2.
➡ Proceed to Item 4.				
Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say “Sometimes we count by tens, like 10, 20... Please count as high as you can by tens.”	Stop the student when he/she counts correctly by tens to reach 100. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by tens to 100: <input type="checkbox"/> [2] Correctly counts by tens to at least 30: <input checked="" type="checkbox"/> [1] Unable to count by tens: <input type="checkbox"/> Last correct count: <input type="checkbox"/> Error: <input type="checkbox"/> [0]	T4 The response shows some understanding of counting to 100 by tens.

- ➡ If a student is successful on Item 4, then proceed to Item 5.
➡ If a student is not successful on Item 4, then proceed to Item 6.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (5) Adding and Subtracting Ten: Present the student with the following number card and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask "How do you know?" Then ask "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22 , without counting?: Y N Explanation: _____ Gives the correct answer, 2 , without counting?: Y N Explanation: _____ No response or incorrect response: _____ Explanation of incorrect response: _____ [2] – Both correct [1] – 1 correct [0] – No response or both incorrect

T5

There is no response because a full score is not achieved for Trait 4.

➡ Proceed to Item 6.

Know number names and the count sequence.	(K.CC.3) (6) Writing Numbers from 0 to 20: Ask the student to write the numbers from 0 to 20 on a lined sheet of paper.	Allow time in between naming numbers for students to scribe. Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response. Attach student work to response form.	Correctly writes the numbers from 0 to 20 ?: <input checked="" type="checkbox"/> [2] Correctly writes a portion of the number set: _____ [1] No response or incorrect response: _____ [0]
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T6

The response shows a complete understanding of writing from 0 to 20.

➡ If a student is successful on Item 6, then proceed to Item 7.

➡ If a student is not successful on Item 6, then proceed to Item 8.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."	Allow time in between naming numbers for students to scribe.	Says 70: <u>X</u> – seven and zero Says 118: <u>X</u> – eleven and eight Correctly writes 80: <u>X</u> – Writes 8 and 0 separately Correctly writes 106: <u>X</u> → writes 10 on 6 separately. [4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect

T7

The responses show a limited understanding of counting to 120, as all the answers are incorrect.

➡ Proceed to Items 8 and 9.






Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation: Place a sheet of paper and 22 counters in a pile in front of the student.</p> <p>Prompt: "Let's estimate the number of counters in this pile. About how many do you think there are?"</p> <p>(a) Cardinality: Say "Let's check our estimate. Can you count the objects in the pile and tell me exactly how many you have?"</p> <p>(b) When the student is finished counting, ask "How many counters (objects) are there altogether?"</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask "How many are there now?"</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: <u>10</u></p> <p>(a) Correctly counts 22 counters? <u>Y</u> N</p> <p>One-to-one correspondence up to: <u>22</u></p> <p>(b) How many are there altogether?: <u>22</u></p> <p>(c) How many counters are there now?: <u>22</u></p> <p>Gives the correct answer without recounting: <u> </u></p> <p>Recounts to determine the answer: <u> </u> ✓</p> <p>No response or incorrect response: <u> </u></p> <p>[3] – All correct [2] – 2 correct [1] – 1 correct [0] – No response or both incorrect</p>

T8

The responses show an understanding of the relationship between numbers and quantities, but the student has to recount to determine the answer after the counters were spread out.

➡ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Compare numbers.	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes).</p> <p>Prompt: "Which color has more cubes?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes </p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes </p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes </p>	<p>If the student is unresponsive, prompt: "Some of the cubes are black and some of the cubes are white. Find out which color has the most cubes by counting."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: <u>Y</u> N</p> <p>(b) Arrangement 2: Answers that there are more white cubes: <u>Y</u> N</p> <p>(c) Arrangement 3: Answers that there are more black cubes: <u>Y</u> <u>N</u></p> <p>[3] – All 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: <u>Y</u> <u>N</u></p>

T9

The responses show a partial understanding of which colored cubes are greater in number, only having a correct response for Parts A and B.

➡ If a student is successful on Item 9, then proceed to Item 10.

➡ If a student is not successful on Item 9, then proceed to Item 11.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(10) Present the student with the number card "7 ___ 4" and symbol cards.</p> <p>(a) Say "Which number is greater?"</p> <p>After the student has identified a value, say "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less than, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: Y N Correctly identifies 7 > 4?: Y N</p> <p>(b) Correctly identifies 18?: Y N Correctly identifies 12 < 18?: Y N</p> <p>(c) Correctly identifies 62?: Y N Correctly identifies 26 < 62?: Y N</p> <p>(d) Correctly identifies 57 as equal to 57?: Y N Correctly identifies 57 = 57?: Y N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers as "equal." Uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T10

There is no response because a full score is not achieved for Trait 9.

➡ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: "You may write, draw, or use objects and words to represent the following problems."</p> <p>(a) Say "What does 3 plus 1 look like? Show me by drawing, writing, or with objects."</p> <p>Continue with the following problems:</p> <p>(b) 6 + 2</p> <p>(c) 5 - 1</p> <p>(d) 7 - 4</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) 3 + 1 Shows 3 and adds 1: (Y) N Counts all <input checked="" type="checkbox"/> Just knows <input type="checkbox"/> Other <input type="checkbox"/></p> <p>(b) 6 + 2 Shows 6 and adds 2: (Y) N Counts all <input checked="" type="checkbox"/> Just knows <input type="checkbox"/> Other <input type="checkbox"/></p> <p>(c) 5 - 1 Shows 5 and takes away 1: Y (N) Counts all <input type="checkbox"/> Just knows <input type="checkbox"/> Other <input type="checkbox"/></p> <p>(d) 7 - 4 Shows 7 and takes away 4: Y (N) Counts all <input type="checkbox"/> Just knows <input type="checkbox"/> Other <input type="checkbox"/></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T11

The responses show a limited understanding of representing addition/subtraction, only responding correctly to Parts A and B.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then proceed to Item 13.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "$3 + 4 = 7$" and say, "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty using the terms "true" and "false," allow him/her to use terms that may be more familiar, such as "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ (True): Y N Response: _____</p> <p>(b) $8 + 0 = 9$ (False): Y N Response: _____</p> <p>(c) $5 = 4 + 1$ (True): Y N Response: _____</p> <p>(d) $2 + 4 = 4 + 2$ (True): Y N Response: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T12

There is no response because a full score is not achieved for Trait 11.

➡ Proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Maria had 2 pencils and the teacher gave her 4 more pencils. How many pencils does Maria have in all?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Josh had 5 crackers for his snack. He ate 4 crackers. How many does Josh have left?" Prompt: "You may write, draw, or use objects to represent the problem."</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) Shows 2 and adds 4 more: Y N Counts all _____ Just knows _____ Other _____ No response or incorrect response 5</p> <p>(b) Gives the correct answer (1) Shows 5 and takes 4 away: Y N Counts all _____ Just knows ✓ Other _____ No response or incorrect response _____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

T13

The responses show a limited understanding of solving addition/subtraction word problems, only having a correct response for Part B.

➡ If a student is successful on Item 13, then proceed to Item 14.

➡ If a student is not successful on Item 13, then this is the end of the inventory task for this student.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response (16) Y N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct response (9) Y N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or incorrect responses</p>

T14

There is no response because a full score is not achieved for Trait 14.

➡ This is the end of the inventory task.

Sample C - Anchor Paper Commentary

Subject/Course: Math

Task Title: Kindergarten Inventory

Grade Level: Kindergarten

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	2	A correct response of counting to 25 is given.	2
T2 Trait 2	1	A correct response of counting from 3 to 10 is given. An incorrect response of counting from 11 to 25 is given.	2
T3 Trait 3	0	There is no response because a full score is not achieved for Trait 2.	3
T4 Trait 4	1	A partial correct response is given by counting to 30 by tens.	2
T5 Trait 5	0	There is no response because a full score is not achieved for Trait 4.	2
T6 Trait 6	2	A correct response of writing the numbers 0 to 20 is given.	2
T7 Trait 7	0	Four incorrect responses are given. It is unclear if the responses are incorrect or whether there was no response for all four parts.	4
T8 Trait 8	2	Two correct answers (counting 22 counters and knowing there are 22 counters altogether) are given. One incorrect answer is given when determining there are still 22 counters after they were spread out, as the student needed to recount them in order to do so.	3
T9 Trait 9	2	Two correct answers (out of three) are given as to which color has the greater number in the arrangements.	3

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T10 Trait 10	0	There is no response because a full score is not achieved for Trait 9.	3
T11 Trait 11	2	Two correct answers are given for two correct addition models.	4
T12 Trait 12	0	There is no response because a full score is not achieved for Trait 11.	4
T13 Trait 13	1	One correct answer is given for the second word problem. One incorrect answer (of 5) is given for the first word problem.	2
T14 Trait 14	0	There is no response because a full score is not achieved for Trait 14.	2



Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response	
Know number names and count the sequence.	(K.CC.1) (1) Rote Counting by Ones: Start by asking the student to count with you by ones. Say "One, two, three," and then ask the student to continue counting as high as he/she can.	Stop the student when he/she counts correctly by ones to reach 25. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number.	Correctly counts to 25: ____ [2] Correctly counts to at least 20: <input checked="" type="checkbox"/> [1] No response or does not correctly count to 20: ____ Last correct count: ____ [0]	T1 The response shows some understanding of counting by ones, at least to 20.
	(K.CC.2) (2) Counting on from a Number Other Than One: Ask the student to continue counting up by ones from: • 3 • 11 Say "Start counting at 3 and I'll tell you when to stop." Stop the student at 10. Say "Start counting at 11 and I'll tell you when to stop." Stop the student at 25.	If the student does not know how to answer the question, then model for him/her. Prompt: Say "Let me show you how to start counting at 7, and then you can show me how to start counting at 3. Okay, 7, 8, 9... Now, can you show me how to start counting at 3?"	Correctly counts from 3 to 10: ____ Correctly counts from 11 to 25: ____ Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: <input checked="" type="checkbox"/> [2] – Both correct [1] – 1 correct <input checked="" type="checkbox"/> [0] – No response or both incorrect	T2 The response shows a limited understanding of counting forward from a given number.

- ➡ If a student is successful on Item 2, then proceed to Item 3.
➡ If a student is not successful on Item 2, then proceed to Item 4.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response	
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say "Please start counting at 85 and count as high as you can."	Stop the student when he/she counts correctly by ones to reach 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. Prompt: If the student does not know how to answer the question, then model for him/her. Say "Let me show you how to start counting at 62. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]	T3 There is no response because a full score is not achieved for Trait 2.
➡ Proceed to Item 4.				
Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say "Sometimes we count by tens, like 10, 20... Please count as high as you can by tens."	Stop the student when he/she counts correctly by tens to reach 100. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by tens to 100: ____ [2] Correctly counts by tens to at least 30: ____ [1] Unable to count by tens: <input checked="" type="checkbox"/> Last correct count: ____ Error: ____ [0]	T4 The response shows a limited understanding of counting to 100 by tens.

- ➡ If a student is successful on Item 4, then proceed to Item 5.
➡ If a student is not successful on Item 4, then proceed to Item 6.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (5) Adding and Subtracting Ten: Present the student with the following number card and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask "How do you know?" Then ask "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22 , without counting?: Y N Explanation: _____ Gives the correct answer, 2 , without counting?: Y N Explanation: _____ No response or incorrect response: _____ Explanation of incorrect response: _____ [2] – Both correct [1] – 1 correct [0] – No response or both incorrect

T5

There is no response because a full score is not achieved for Trait 4.

➡ Proceed to Item 6.

Know number names and the count sequence.	(K.CC.3) (6) Writing Numbers from 0 to 20: Ask the student to write the numbers from 0 to 20 on a lined sheet of paper.	Allow time in between naming numbers for students to scribe. Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response. Attach student work to response form.	Correctly writes the numbers from 0 to 20 : _____ [2] Correctly writes a portion of the number set: <u>0-10</u> [1] No response or incorrect response: _____ [0]
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T6

The response shows a limited understanding of writing numbers from 0 to 20, only completing 0 to 10 correctly.

➡ If a student is successful on Item 6, then proceed to Item 7.

➡ If a student is not successful on Item 6, then proceed to Item 8.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."	Allow time in between naming numbers for students to scribe.	Says 70 : _____ Says 118 : _____ Correctly writes 80 : _____ Correctly writes 106 : _____ [4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect

T7

There is no response because a full score is not achieved for Trait 6.

➡ Proceed to Items 8 and 9.






Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation: Place a sheet of paper and 22 counters in a pile in front of the student.</p> <p>Prompt: "Let's estimate the number of counters in this pile. About how many do you think there are?"</p> <p>(a) Cardinality: Say "Let's check our estimate. Can you count the objects in the pile and tell me exactly how many you have?"</p> <p>(b) When the student is finished counting, ask "How many counters (objects) are there altogether?"</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask "How many are there now?"</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: <u>? none given</u></p> <p>(a) Correctly counts 22 counters?: Y <u>(N)</u></p> <p>One-to-one correspondence up to: <u>23</u></p> <p>(b) How many are there altogether?: <u>22</u></p> <p>Recounts</p> <p>(c) How many counters are there now?: <u>22</u></p> <p>Gives the correct answer without recounting: <u> </u></p> <p>Recounts to determine the answer: <u> </u> ✓</p> <p>No response or incorrect response: <u> </u></p> <p>[3] – All correct [2] – 2 correct [1] – 1 correct [0] – No response or both incorrect</p>

➡ Proceed to Item 9.

T8

The responses show that there is a limited understanding of the relationship between numbers and quantities. The response shows that a recount was needed for Part B and Part C.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Compare numbers.	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes).</p> <p>Prompt: "Which color has more cubes?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes </p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes </p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes </p>	<p>If the student is unresponsive, prompt: "Some of the cubes are black and some of the cubes are white. Find out which color has the most cubes by counting."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: Y <u>(N)</u></p> <p>(b) Arrangement 2: Answers that there are more white cubes: Y <u>(N)</u></p> <p>(c) Arrangement 3: Answers that there are more black cubes: Y <u>(N)</u></p> <p>[3] – All 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: Y <u>(N)</u></p>

T9

The responses show an understanding of identifying which colored cubes are greater in number for Parts A and B only.

- ➡ If a student is successful on Item 9, then proceed to Item 10.
- ➡ If a student is not successful on Item 9, then proceed to Item 11.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(10) Present the student with the number card "7 ___ 4" and symbol cards.</p> <p>(a) Say "Which number is greater?"</p> <p>After the student has identified a value, say "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less than, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: Y N Correctly identifies $7 > 4$?: Y N</p> <p>(b) Correctly identifies 18?: Y N Correctly identifies $12 < 18$?: Y N</p> <p>(c) Correctly identifies 62?: Y N Correctly identifies $26 < 62$?: Y N</p> <p>(d) Correctly identifies 57 as equal to 57?: Y N Correctly identifies $57 = 57$?: Y N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers as "equal." Uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T10

There is no response because a full score is not achieved for Trait 11.

➡ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: "You may write, draw, or use objects and words to represent the following problems."</p> <p>(a) Say "What does 3 plus 1 look like? Show me by drawing, writing, or with objects."</p> <p>Continue with the following problems:</p> <p>(b) $6 + 2$</p> <p>(c) $5 - 1$</p> <p>(d) $7 - 4$</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 1$ Shows 3 and adds 1: (Y) N Counts all ____ Just knows ____ Other <u>Writes $3+1$</u></p> <p>(b) $6 + 2$ Shows 6 and adds 2: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>(c) $5 - 1$ Shows 5 and takes away 1: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>(d) $7 - 4$ Shows 7 and takes away 4: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T11

The response shows some understanding of representing addition/subtraction, only correctly responding to Part A.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then proceed to Item 13.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "3 + 4 = 7" and say, "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty using the terms "true" and "false," allow him/her to use terms that may be more familiar, such as "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ (True): Y N Response: _____</p> <p>(b) $8 + 0 = 9$ (False): Y N Response: _____</p> <p>(c) $5 = 4 + 1$ (True): Y N Response: _____</p> <p>(d) $2 + 4 = 4 + 2$ (True): Y N Response: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T12

There is no response because a full score is not achieved for Trait 11.

➡ Proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Maria had 2 pencils and the teacher gave her 4 more pencils. How many pencils does Maria have in all?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Josh had 5 crackers for his snack. He ate 4 crackers. How many does Josh have left?" Prompt: "You may write, draw, or use objects to represent the problem."</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) Shows 2 and adds 4 more: Y N Counts all _____ Just knows _____ Other _____ No response or incorrect response 4</p> <p>(b) Gives the correct answer (1) Shows 5 and takes 4 away: Y N Counts all _____ Just knows _____ Other _____ No response or incorrect response 4</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

T13

The response shows a limited understanding of solving addition and subtraction word problems, not giving a correct response for either word problem.

➡ If a student is successful on Item 13, then proceed to Item 14.

➡ If a student is not successful on Item 13, then this is the end of the inventory task for this student.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response (16) Y N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct response (9) Y N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or incorrect responses</p>

T14

There is no response because a full score is not achieved for Trait 13.

➡ This is the end of the inventory task.

Sample D - Anchor Paper Commentary

Subject/Course: Math

Task Title: Kindergarten Inventory

Grade Level: Kindergarten

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	1	A partially correct answer, only counting to 20, is given.	2
T2 Trait 2	0	An incorrect response (being unable to begin counting from 3 or 10) is recorded.	2
T3 Trait 3	0	There is no response because a full score is not achieved for Trait 2.	3
T4 Trait 4	0	An incorrect response (not being able to count by tens) is given.	2
T5 Trait 5	0	There is no response because a full score is not achieved for Trait 4.	2
T6 Trait 6	1	A partially correct answer is given, only writing numbers 0 to 10 correctly.	2
T7 Trait 7	0	There is no response because a full score is not achieved for Trait 6.	4
T8 Trait 8	1	Two out of three responses are correct: incorrectly counting the counters and stating that there are 23 counters altogether (Part A).	3
T9 Trait 9	1	One correct answer is given, but two incorrect answers are given as to which colored cubes have the greater number in each arrangement.	3

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T10 Trait 10	0	There is no response because a full score is not achieved for Trait 9.	3
T11 Trait 11	2	Two of four operations are modeled correctly.	4
T12 Trait 12	0	There is no response because a full score is not achieved for Trait 11.	4
T13 Trait 13	0	Two incorrect answers are given for both word problems.	2
T14 Trait 14	0	There is no response given because a full score is not achieved for Trait 13.	2



Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response	
Know number names and count the sequence.	(K.CC.1) (1) Rote Counting by Ones: Start by asking the student to count with you by ones. Say "One, two, three," and then ask the student to continue counting as high as he/she can.	Stop the student when he/she counts correctly by ones to reach 25. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number.	Correctly counts to 25: ____ [2] Correctly counts to at least 20: ____ [1] No response or does not correctly count to 20: ✓ Last correct count: 10 [0]	T1 The response shows a limited understanding of counting by ones, only correctly counting to 10.
Know number names and count the sequence.	(K.CC.2) (2) Counting on from a Number Other Than One: Ask the student to continue counting up by ones from: • 3 • 11 Say "Start counting at 3 and I'll tell you when to stop." Stop the student at 10. Say "Start counting at 11 and I'll tell you when to stop." Stop the student at 25.	If the student does not know how to answer the question, then model for him/her. Prompt: Say "Let me show you how to start counting at 7, and then you can show me how to start counting at 3. Okay, 7, 8, 9... Now, can you show me how to start counting at 3?"	Correctly counts from 3 to 10: ____ Correctly counts from 11 to 25: ____ Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ✓ [2] – Both correct [1] – 1 correct [0] – No response or both incorrect	T2 The response shows a limited understanding of counting forward from a given number. It is unclear if the response was incorrect because it began at 1 or if there was no response at all.

- ➡ If a student is successful on Item 2, then proceed to Item 3.
➡ If a student is not successful on Item 2, then proceed to Item 4.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response	
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say "Please start counting at 85 and count as high as you can."	Stop the student when he/she counts correctly by ones to reach 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. Prompt: If the student does not know how to answer the question, then model for him/her. Say "Let me show you how to start counting at 62. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]	T3 There is no response because a full score is not achieved for Trait 2.
➡ Proceed to Item 4.				
Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say "Sometimes we count by tens, like 10, 20... Please count as high as you can by tens."	Stop the student when he/she counts correctly by tens to reach 100. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by tens to 100: ____ [2] Correctly counts by tens to at least 30: ____ [1] Unable to count by tens: ✓ Last correct count: ____ Error: ____ [0]	T4 The response shows a limited understanding of counting to 100 by tens.

- ➡ If a student is successful on Item 4, then proceed to Item 5.
➡ If a student is not successful on Item 4, then proceed to Item 6.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (5) Adding and Subtracting Ten: Present the student with the following number card and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask "How do you know?" Then ask "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22, without counting? : Y N Explanation: _____ Gives the correct answer, 2, without counting? : Y N Explanation: _____ No response or incorrect response: _____ Explanation of incorrect response: _____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

T5

There is no response because a full score is not achieved for Trait 4.

➡ Proceed to Item 6.

Know number names and the count sequence.	(K.CC.3) (6) Writing Numbers from 0 to 20: Ask the student to write the numbers from 0 to 20 on a lined sheet of paper.	Allow time in between naming numbers for students to scribe. Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response. Attach student work to response form.	Correctly writes the numbers from 0 to 20? : _____ [2] Correctly writes a portion of the number set: _____ [1] No response or incorrect response: <u>only 1-</u> [0]
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T6

The response shows a limited understanding of writing numbers, only correctly showing written numbers 1 through 9.

➡ If a student is successful on Item 6, then proceed to Item 7.

➡ If a student is not successful on Item 6, then proceed to Item 8.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number." Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."	Allow time in between naming numbers for students to scribe.	Says 70 : _____ Says 118 : _____ Correctly writes 80 : _____ Correctly writes 106 : _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T7

There is no response because a full score is not achieved for Trait 4.

➡ Proceed to Items 8 and 9.






Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation: Place a sheet of paper and 22 counters in a pile in front of the student.</p> <p>Prompt: "Let's estimate the number of counters in this pile. About how many do you think there are?"</p> <p>(a) Cardinality: Say "Let's check our estimate. Can you count the objects in the pile and tell me exactly how many you have?"</p> <p>(b) When the student is finished counting, ask "How many counters (objects) are there altogether?"</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask "How many are there now?"</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: <u>10</u></p> <p>(a) Correctly counts 22 counters?: Y <u>(N)</u></p> <p>One-to-one correspondence up to: <u>11</u></p> <p>(b) How many are there altogether?: <u>11</u></p> <p>(c) How many counters are there now?: <u>11</u></p> <p>Gives the correct answer without recounting: <u> </u></p> <p>Recounts to determine the answer: <u>✓</u></p> <p>Difficulty with one-to-one</p> <p>No response or incorrect response: <u> </u> Corr.</p> <p>[3] - All correct [2] - 2 correct [1] - 1 correct [0] - No response or both incorrect</p>

T8

The response demonstrates a limited understanding of counting objects, answering 11 for all parts.

➡ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Compare numbers.	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes).</p> <p>Prompt: "Which color has more cubes?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes </p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes </p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes </p>	<p>If the student is unresponsive, prompt: "Some of the cubes are black and some of the cubes are white. Find out which color has the most cubes by counting."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: Y <u>(N)</u></p> <p>(b) Arrangement 2: Answers that there are more white cubes: Y <u>(N)</u></p> <p>(c) Arrangement 3: Answers that there are more black cubes: Y <u>(N)</u></p> <p>[3] - All 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: Y <u>(N)</u></p>

T9

The responses show a limited understanding of identifying which colored cubes have the greater number, only correctly identifying the color (black) in Part A.

- ➡ If a student is successful on Item 9, then proceed to Item 10.
- ➡ If a student is not successful on Item 9, then proceed to Item 11.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(10) Present the student with the number card "7 ___ 4" and symbol cards.</p> <p>(a) Say "Which number is greater?"</p> <p>After the student has identified a value, say "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less than, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: Y N Correctly identifies $7 > 4$?: Y N</p> <p>(b) Correctly identifies 18?: Y N Correctly identifies $12 < 18$?: Y N</p> <p>(c) Correctly identifies 62?: Y N Correctly identifies $26 < 62$?: Y N</p> <p>(d) Correctly identifies 57 as equal to 57?: Y N Correctly identifies $57 = 57$?: Y N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers as "equal." Uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T10

There is no response because a full score is not achieved for Trait 9.

➡ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: "You may write, draw, or use objects and words to represent the following problems."</p> <p>(a) Say "What does 3 plus 1 look like? Show me by drawing, writing, or with objects."</p> <p>Continue with the following problems:</p> <p>(b) $6 + 2$</p> <p>(c) $5 - 1$</p> <p>(d) $7 - 4$</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 1$ Shows 3 and adds 1: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>(b) $6 + 2$ Shows 6 and adds 2: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>(c) $5 - 1$ Shows 5 and takes away 1: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>(d) $7 - 4$ Shows 7 and takes away 4: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T11

The responses show a limited understanding of representing addition and subtraction with objects.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then proceed to Item 13.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "3 + 4 = 7" and say, "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) 8 + 0 = 9</p> <p>(c) 5 = 4 + 1</p> <p>(d) 2 + 4 = 4 + 2</p>	<p>If the student has difficulty using the terms "true" and "false," allow him/her to use terms that may be more familiar, such as "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) 3 + 4 = 7 (True): Y N Response: _____</p> <p>(b) 8 + 0 = 9 (False): Y N Response: _____</p> <p>(c) 5 = 4 + 1 (True): Y N Response: _____</p> <p>(d) 2 + 4 = 4 + 2 (True): Y N Response: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T12

There is no response because a full score is not achieved for Trait 11.

➡ Proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Maria had 2 pencils and the teacher gave her 4 more pencils. How many pencils does Maria have in all?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Josh had 5 crackers for his snack. He ate 4 crackers. How many does Josh have left?" Prompt: "You may write, draw, or use objects to represent the problem."</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) Shows 2 and adds 4 more: Y (N) Counts all _____ Just knows _____ Other _____ No response or incorrect response ✓</p> <p>(b) Gives the correct answer (1) Shows 5 and takes 4 away: Y (N) Counts all _____ Just knows _____ Other _____ No response or incorrect response ✓</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

T13

The responses show a limited understanding of solving addition and subtraction word problems within 10.

➡ If a student is successful on Item 13, then proceed to Item 14.

➡ If a student is not successful on Item 13, then this is the end of the inventory task for this student.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response (16) Y N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct response (9) Y N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or incorrect responses</p>

T14

There is no response because a full score isn't achieved for Trait 13.

➡ This is the end of the inventory task.

Sample E - Anchor Paper Commentary






Subject/Course: Math

Task Title: Kindergarten Inventory

Grade Level: Kindergarten

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	0	A partially correct answer is given, only accurately counting from 1 to 10.	2
T2 Trait 2	0	An incorrect response/no response is given, as the student is not able to begin counting from a number other than one.	2
T3 Trait 3	0	There is no response given because full credit is not achieved for Trait 2.	3
T4 Trait 4	0	An incorrect response/no response is given, as the student is unable to count by tens.	2
T5 Trait 5	0	There is no response because a full score is not achieved for Trait 4.	2
T6 Trait 6	0	An incorrect response is given, as the student is not able to write the numbers from 1 to 9.	2
T7 Trait 7	0	There is no response because a full score is not achieved for Trait 6.	4
T8 Trait 8	0	An incorrect response of 11 is given, even after recounting for Part C.	3
T9 Trait 9	1	One correct answer is given, as the student is only able to identify the color that has the greater number in one of the three arrangements.	3

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	There is no response because a full score is not achieved for Trait 9.	3
 Trait 11	0	Four incorrect responses are given, as the student is not able to model any of the four operations.	4
 Trait 12	0	There is no response because a full score is not achieved for Trait 11.	4
 Trait 13	0	Two incorrect responses/non-responses are given to both word problems.	2
 Trait 14	0	There is no response because a full score is not achieved for Trait 13.	2

Trait to Standard Alignment Chart

		Common Core standards											
Trait	Question	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra 1	Algebra 2	Geometry
1	1	K.CC.1	1.NBT.1	2.NBT.4	3.MD.7b	4.OA.2	3.NF.1	6.RP.1	7.EE.3	8.F.4	F.IF.4	G.SRT.8	G.CO.9
2	2	K.CC.2	2.NBT.2	2.NBT.4	3.OA.6	4.MD.3	5.NF.1	6.RP.3a	7.EE.1	8.F.4	F.IF.6	G.SRT.8	G.CO.10
3	3	1.NBT.1	1.NBT.5	2.NBT.7	4.NBT.6	4.OA.4	5.NF.1	6.EE.9	7.RP.3	8.F.4	F.BF.1a,b and F.BF.2	G.SRT.8	G.SRT.4
4	4	K.CC.1	2.NBT.8	2.NBT.4	3MD.7b	4.NBT.5	5.NF.4a	6.RP.3c	7.EE.2	8.EE.8b	4.OA.5	G.SRT.8	G.SRT.5
5	5	1.NBT.5	1.NBT.1	2.NBT.1	3.NBT.3	4.OA.5	5.NF.2	6.RP.3b	7.EE.2	8.EE.8a	F.BF.1a,b and F.BF.2	F.BF.1a	G.SRT.5
6	6	K.CC.3	2.NBT.3	2.NBT.1	3.OA.3	4.MD.2	5.NF.3	6.RP.2	7.RP.3	8.F.2	F.IF.5	F.TF.8	G.CO.5
7	7	1.NBT.1	1.NBT.3		3.OA.8	4.OA.3	5.NF.7b	6.RP.3	7.EE.4b	8.F.4	A.REI.7		G.SRT.5
8	8	K.CC.4	2.NBT.4				5.NF.7a				A.SSE.3a		
9	9	K.CC.6	1.OA.7										
10	10	1.NBT.3	2.OA.2										
11	11	K.OA.1	1.OA.1										
12	12	1.OA.7	2.OA.1										
13	13	K.OA.2											
14	14	1.OA.1											